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ABSTRACT

A third-year study was made to evaluate visual imagery as an educational technique for effective learning with culturally disadvantaged students. The major objective was to improve self-concept of 9-, 10-, and 11-year-old inner-city pupils using the motivational forces of filmmaking and cultural experiences to improve the ability of the children to communicate and evaluate ideas. Pre- and posttest scores from the Piers-Harris Children's Self Concept Scale were collected from both experimental and control groups. The findings showed: (1) improved self-concept at better than .05 level of significance and at .02 level of significance over the control group, (2) improved personal and group relationships, (3) improved self-expression, (4) increased class attendance, and (5) positive changes in establishment behavior patterns by students as a result of participation in film group activities. This study recommends continued and expanded evaluation design strategies to include and benefit more children. (WCM)

ED 093297

Project Title: VISUAL IMAGERY: A MEANS FOR IMPROVING SELF-CONCEPT

Period of Evaluation: JULY 1, 1972 - JUNE 30, 1973

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Project Number: FY'73 1771172

Project Director: MAJOR T. HAIRSTON

Project Co-ordinator: MURIEL F. COOPER

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During the course of the third year of this project, much time and effort have been expended by many people. The writer of this evaluation wishes to gratefully acknowledge the contributions of all persons who helped make the project a success. A special thank you is extended to Mr. Eugene McGowan, Project Psychologist.

INTRODUCTORY STATEMENT

Self-understanding and self-acceptance is an educational goal of major importance. Having children in inner-city areas learn to live comfortably with themselves, gain a sense of belonging and feel the need to make worthwhile contributions to the community and society as a whole, continue to be a dominent educational need. Racial tension, under-achievement, anti-social behavior and poor adjustment to school life which characterizes some inner-city schools, call for a re-evaluation and a reshaping of many curriculums and programs. Schools which traditionally placed emphasis upon acquiring and increasing knowledge, must also recognize the responsibility of helping children learn to deal with attitudes, feelings and emotions.

Psychologists tell us that self-actuation, self-worth, fulfillment and the desire to "become" are deeply imbedded in the self-concept, and the motivation of all behavior is centered in that concept. At the core of the concept of self is the image of ones self of which J. E. Anderson, a leading psychologist, says, "The pattern of life of every individual is a living out of his self-image; it is a road map for living."

Improving the self-image of the boys and girls of the Sarah Webb Pyle School is a need of high priority. The cultural heritage of blackness, poverty, segregation, and low self-esteem to which these children are born combined with problems arising from the character and structure of our society cause insurmountable confrontations and conflicts and offer little incentive for achieving in school. The passage of time does little to close the ever widening gap between measured ability and achievement. Enthusiasm for proficiency in the use of academic skills dwindles and aspirations take a downward turn as these boys and girls come to grips with the limitations of their way of life.

Using film making as a vehicle for improving self-concept and building positive social relationships, is a powerful force. President Lyndon B. Johnson said upon the founding of the American Film Institute, "The motion picture—— whether it be projected in the theater, the classroom or on the living room screen—— has the power to move mind and spirit." This kind of dynamic force is needed to change deeply rooted attitudes of self-hatred and rejection.

The prevailing influence of the motion picture can not be under estimated. Pictures in motion have created a vivid new visual language for the youth of America, a language which they love and understand.

Film making is a highly creative medium. Its totality of involvement covers almost every discipline offered in public school. The many educational possibilities of the cinema have only been meagerly explored here at Pyle School. However, the children have definately related to this many faceted art. They naturally turn to film for a time and space environment in which beautiful things can happen to them. In film making, the boys and girls of Pyle School can satisfy their need to be seen, and to be heard. They can find a way of expressing their love of life and their goals for a better life.

MURIEL F. COOPER

PROJECT PSYCHOLOGIST'S STATEMENT

Despite very substantial evidence to the contrary, many educators continue in the erroneous conclusion that the special learning needs of the urban disadvantaged child are cognitive in nature, and programs and activities recommended for such children have generally reflected this conclusion. The consequence of persisting in this limited view has been a disappointing porliferation of "innovative", but generally unproductive, approaches to the education of children rapidly becoming thought of as "unreachable" by those of little faith.

The Visual Imagery Project, on the other hand, has correctly conceptualized that the urban disadvantaged child has affective as well as cognitive needs, both of which have to be dealt with in a more balanced approach. What has happened quite simply, is that children with generally negative opinions and feelings about themselves and their prospects have been provided an opportunity to express themselves constructively in a carefully structured and totally satisfying activity (film making)under conditions of complete acceptance and of positive reinforcement of their efforts.

The result is that these children have been enabled to see themselves as competent, achieving, and valued young people, and there is good observational evidence that for many, these feelings will probably endure unless they are overwhelmed by more destructive life circumstances. People who can see themselves in such a positive way can afford to fell less vulunerable and more open to new and more challenging experiences.

The value of film making either as a technique or as a teaching activity has yet to be appreciated by more than a limited number of specialists. Fortunately, Mrs. Cooper has provided a practical demonstration of its potential for general educators more directly concerned with the designing and implementing of educational programs. It is devoutly to be wished that the value of this demonstration and its implications for the education of children will not be missed.

Eugene McGlothlin, Jr.

DISTRICT PSYCHOLOGIST,
Project Psychologist

OUTLINE

OF

THE OUTCOME EVALUATION REPORT

II. BRIEF HISTORY AND GENERAL GOAL OF THE PROJECT:

A. Brief History

The ESEA Title III Grant Award Project, Visual Imagery: A Means For Improving Self-Concept has completed three years of operation. The approximately 234 plus culturally disadvantaged fourth and fifth grade pupils who have been served by this project have come from Pyle and St. Mary's Schools.

Visual Imagery combines and utilizes the art of film making and cultural experiences to improve the self-concept of inter-mediate school age children. It has built in provision for group guidance and offers unlimited opportunities for the development of positive social relationships. This approach seeks to help boys and girls at an early age learn to live more comfortably with themselves, gain a sense of well-being and feel the need to achieve.

Prior to the Project's July 1, 1970 implementation, Muriel F. Cooper, the Pyle School Art Teacher and writer of the ESEA Title III Proposal, initiated a very limited film making project with excellent results. This self-funded program by the art teacher created an awareness of the need for such a project and of the many benefits to be derived from it.

It was learned from this small initial effort that film making could be used as a tool to help Pyle School children:

a. Build self-esteem

b. Communicate ideas

c. Satisfy the need for status

d. Enhance their self-worth in the eyes of others

e. Find opportunities for developing a number of creative arts

f. Find opportunities for solving interpersonal problems

g. See themselves as others see them

h. Seek opportunities to "become"

i. Reinforce self-esteem thru repeated showings of completed films

j. Reinforce other school activities and learnings

The needs of the boys and girls of Pyle School are many and varied and include more than the acquisition of academic knowledge. They need experiences and activities which will help them focus on building positive self-attitudes. Without these attitudes, motivation for achieving in school is ineffective. High self-regard and success in school are closely related.

The concentration of ESEA Title I Programs made possible by special legislative funds in the Wilmington Public Schools offer supporting evidence that a great deal of attention of a cognitive nature has been directed at Wilmington's inner-city boys and girls. Very little, however, if any attention has been given to the affective domain, that all important aspect of learning concerned with the development of attitudes, emotions and values. Without special attention in this area, maximum achievement in school is not likely.

The local district, after reviewing the merits of the Visual Imagery Project, decided that it was one of high priority need and submitted a proposal for an ESEA Title III Grant Award on March 1, 1970.

B General Goals

The art of film making will be used to help Pyle School's fourth

and fifth grade students communicate and evaluate ideas about themselves and others as they seek to improve self-concept. The extent to which improvement is needed will be determined by a standardized instrument of self-appraisal.

Thru the group effort of film making students will find a highly motivating vehicle for expressing their ideas. As they participated in the varied activities of this many faceted art, interact with each other and evaluate their projected films, students will come to have a higher regard for the way they perceive themselves; the way they think others perceive them; the way they perceive themselves in relation to others and what they would like to become.

Film making and its related experiences, role playing, artistic and creative expression, technical knowledge, film study and group and individual counseling constitute the major activities of the project.

Improved self-concept will be reflected in a willingness to participate freely in film making activities and higher scores on self-appraisal rating scale. While these are not the major concerns of this project, it is ultimately hoped that better school attendance, more acceptable behavior, and greater general interest in school will be effected as a result of improvement in self-concept.

III. DESCRIPTION OF THE PROJECT

A. Statement of Objectives

This program's major objective seeks to improve self- concept of nine, ten, and eleven year old inner-city pupils by using the strong motivational forces of film making and cultural experiences:

1. To improve the ability of fourth and fifth grade children to

communicate and evaluate ideas regarding:

How they perceive themselves as measured by the Piers-Harris Children's Self-Concept Scale or a comparable instrument. How they think others perceive them as shown by a willingness to have performances and participation in completed films seen by others.

How they percieve themselves in relationship to others as evidenced by volitional participation in at least one activity of a film making group. What they percieve they would like to become as indicated by student's finding at least one area for participation and self-expression within the structure of a film making project. Instructional activities for all four parts of this objective include: planning, research, role playing, photographing, editing, writing, directing, producing, composing, constructing, and making use of all the creative arts. By participating in group centered activities pupils can communicate and evaluate ideas as they work together and share responsibilities. These experiences provide many opportunities for students to interact and relate to others. Group acceptance can lead to self-acceptance and self-acceptance can pave the way for accepting and understanding others.

2. By the end of November the Project Staff will have reviewed each groups self-concept scores and will have made appropriate recomendations to the Project Co-ordinator. Staff recomendations will help to determine the direction of the program.

B. The Major Activities Of The Project Performed During FY' 73

Three afternoons in the art teacher's schedule were assigned to the Visual Imagery Project. During these afternoons, the art teacher (Project Co-ordinator) met in the school's multipurpose room and worked with the film groups from three ungraded fourth and fifth grade classes on seperate days for the purpose of improving student self-concept thru fulm study, film making activities, testing and group guidance. A third afternoon was set aside to work with non-public school students and for "on call" sessions when extra instruction might be given to a group. Flexibility in scheduling made it possible to work with a whole class or part of a class. Administrative responsibilities of the Project Co-ordinator were not included in the project schedule and were carried out prior to school's opening, between classes, during the lunch hour, or after school. Pyle School provided the two experimental groups of 62 students. Included in the enrollment of non-public schools were 9 students plus from St. Mary's School.

Both Pyle and Stubbs Schools have been identified as having ESEA Title I target children with similar social backgrounds and learning disabilities.

Two and one half hour afternoon sessions on 35 Mondays, 37 Tuesdays, and 31 Fridays were scheduled for Project instruction. Film making activities, film study, group guidance and evaluation strategy were the basic areas of approach used to achieve the Project's objectives. A breakdown of time allotment for these areas is as follows:

Film making activities	70%
Group guidance	20%

Film study 5%

Evaluation strategy 5%

Film making activities, by their very nature and involvement, use most of the Project's time. The amount of time devoted to group guidance and film study was often extended by classroom teacher participation and instruction beyond the hours assigned to the Project. This was also true in the area of evaluation strategy. Collecting and processing evaluation data by the Project Co-ordinator, secretary or classroom teacher did not usually take place during the instructional period. The facilities used for project activities include a multi-purpose room which doubles as a part-time cafeteria during the lunch hours. The spaciousness of this large room is adequate for working with more than one group and provides space for several activities to be in operation at one time.

The following activities and procedures constitute the major part of the project:

Film Making Activities

Role playing was a Major technique used to help boys and girls understand themselves and others as they researched, interpreted, identified, acted out and evaluated cultural situations of interest to them.

Technical knowledge acquired by students as they produced and made films gave them a basic understanding of some of the techniques, structure and equipment used in film making. This knowledge also helped them understand and appreciate some of the components of visual communications.

Artistic and creative expression provided opportunities for pupils to discover, explore and develop potentials in such activities as painting, writing, acting,

planning, filming, singing, dancing, constructing, etc.

Group Guidance AND Group Counseling — Group guidance and group counseling based on feed back from experiences in conjunction with film making activities, Film study, Cummulative records and classroom behavior have helped students develop insights, positive attitudes and critical judgement.

Film Study — A study and discussion of films, particularly those made by students themselves helped to sensitize boys and girls to negative and positive behavior and offer them alternatives for developing acceptable behavior.

Evaluation Strategy — Information obtained from the Piers-Harris Children's Self-Concept Scale, records of student participation in project activities, attendance records, cummulative records and teacher's observations were used to see if the project's objectives and goals were being adequately met and to give direction to the project.

1. The Calendar of Major Activities FY' 73 listed according to objectives:

1.0 Film making will be used to improve the ability of fourth and fifth grade children to communicate and evaluate ideas regarding:

How they perceive themselves as measured by the Piers-Harris Children's Self-Concept Scale or a comparable instrument. How they think others perceive them as shown by a willingness to

have performances and participation in completed films seen by others. How they perceive themselves in relationship to others as evidenced by volitional participation in at least one activity of a film making group. What they perceive they would like to become as indicated by student's finding at least one area for expression within a film making project.

I. Selection and assignment of students to participate in the Project:

A. Two Pyle School experimental groups

B. Two control groups from a nearby school

C. Non-public school students who will join in the experimental groups.

II. Criteria for student selection

A. Students must be from an inner-city school

B. Students must be in the fourth or fifth grade

C. Total number of students assigned to the project should not be less than 60 and more than 70

III. Diagnosis for project students' need for self-concept improvement.

A. Planning sessions to identify student behavior and school problems.

1. Co-ordinator Teacher

2. Co-ordinator Psychologist

3. Co-ordinator Director

B. Pre-administration of Piers-Harris Children's Self-Concept Scale or comparable instrument.

1. Experimental Groups

2. Control Groups

C. Scoring and interpretation of Piers-Harris Children's Self-Concept Scale (all groups).

D. Back-up monitoring information.

1. Classroom teachers and co-ordinator discussions about children in the experimental groups on an individual and group basis.

E. Compilation, interpertation and evaluation of project data by project staff future planning.

F. Written outcome evaluation to assess the achievement of the Project's goals.

IV. Based on the general needs of the film group and specific needs as the film develops, students will choose at least one area for participation and performance in a film company. Later in the year completed films will be shown to other students, parents and the public.

A. The experimental groups will organize into film companies.

B. After a study offilms selected by the Project Co-ordinator and group discussion developing concepts of group and individual participation, students will select and assume responsibility for at least one film making activity which reflects his interest and ability.

C. Some areas of student participation for consideration include producing, writing, directing, photographing, editing, acting, research and all forms of creative expression.

2. Recording of daily and weekly attendance reports for indications of school interest.

3. Review of the cumulative records of experimental group in order to asses previous student behavior patterns.

4. Open-end film study, discussion and evaluation of attitudes.

D. Post-administration of Piers-Harris Children's Self-Concept Scale.

1. Experimental groups

2. Control groups

V. Students in the experimental groups may participate directly or indirectly in many previously structured instructional sequences:

A. Film making activities

1. Group organization
2. Planning
3. Research
4. Script writing
5. Story boards
6. Role playing
7. Artistic and creative expression (props, scenery, costumes, music, etc).
8. Filming
9. Viewing unedited film
10. Rough out-group editing
11. Evaluation of film
12. Re-filming
13. Re-editing
14. Listing and timing sequences
15. Recording dialogue
16. Selecting or creating sound effects
17. Selecting or composing music
18. Final Editing

19. Matching sound and film

20. Titling

21. Evaluation

22. Public showing

B. Film Study

1. Film selection

2. General overview of film

3. Student viewing

4. Student questions

5. Group discussion led by the teacher

6. Film evaluation

7. Written or oral group conclusions

C. Dissemination Activities

1. Planning ways to share film activities with others

2. Planning and implementing a Mini Film Festival.

3. Planning to participate in the festival's activities.

2.0 By the end of November the Project Staff will have reviewed each groups self-concept scores and will have made appropriate recommendations to the Project Co-ordinator. Staff recommendations will help to determine the direction of the program.

1. Project data mentioned to date under the first objective should be compiled, reviewed, and interperted for indications by mid November by the Project Staff and Co-ordinator.

2. Recommendations will be used to help determine the direction of the program.

2. Special Problems Encountered:

An increase in the art teacher's schedule without a decrease in responsibilities or expectations added to the

distress and work load of the project co-ordinator. However, this distress was not reflected in the time and operation of the project.

C. Description Of Project Personnel FY' 1973

The selection and assignment of most project personnel was based on project needs and the willingness of individuals to serve. The secretary-aide a part-time employee, had worked in the project before and was recommended thru the local district's personnel office. The two control groups came from the near by Stubbs School which has been identified as having ESEA Title I traget children with similar social backgrounds and learning disabilities as Pyle School students. St. Mary, a non-public school participated by invitation.

1. Administrative Personnel

Project Director	Major T. Hairston as Principal automatically became Project Director and gave 5% of his time to administrative aspects of the Project.
Project Co-ordinator	Mrs. Muriel F. Cooper, Art Teacher (Paid 1/5 of her annual salary and 1 month in overtime.) She gave 1 1/2 days to the project. Her responsibilitie have involved administration, program co-ordination, evaluation and teaching. She is also the originator of the project, the writer of the proposal, and project evaluator.

Secretary-Aide	Mrs. Diane E. White, (paid) part-time, worked 2 1/2 days in the project and was responsible for the project's clerical work and assisted with non-teaching project assignments.
Psychologist	Dr. Eugene McGowan(Part-time, paid) examined, reviewed and helped interpret evaluation materials. He also wrote a project summary statement.

2. Students

   a. Experimental Schools:

      62 students - Sarah W. Pyle School

      9 students - St. Mary

      Criteria for the selection of these students was that they be from inner-city schools and that they be in the fourth and fifth grades. The total number of these students is not to exceed 70. A total of 71 were enrolled. There was one student in excess of 70.

   b. Control School: Stubbs School

      28 4th grade students

      28 4th grade students

      The total number of students involved is 56. The same selection criteria applies as above.

3. Project Teachers:

   a. Experimental Schools:

Mrs. Mildred Simpson Pyle School 4th and 5th grades	Project support, motivation, research assignments and project information, activities, open-

end film study, supervision of student attendent graphs and class discussions, and organization of film groups. Integrated self-concept and drug education, helped with classroom activities and student trips, planned related self and drug related rap sessions, supervised identification of class problems and project planning.

Mrs. Frances Williams
Pyle School
4th and 5th grades

Project support, motivation, research and follow-up of project information, assignments and activities, supervision of class discussions, developed opportunities for student leadership. Helped with classroom activities, supervised identification of classroom problems, planned and conducted an all school social awareness workshop for parents, students and teachers, and provided opportunities for student leadership.

Sister Barbara
St. Mary School

Back-up support of project, follow-up and supervision of project assignments, supports group attendance by walking children to and from Pyle each week, and encouragement of student attendance.

b. Control Schools:

Mrs. Edna Moore
Stubbs School
4th grades

Co-operative support. Administered Piers-Harris Children's Self-Concept Scale pre and post test. Submit attendance records.

Mrs. Ernstein
Pleasonton
Stubbs School
4th grades

Co-operative support. Administered Piers-Harris Children's Self-Concept Scale pre and post test. Submit attendance records.

4. Other Supporting Personnel:

Dr. Earl C. Jackson, Superintendent of Wilmington Public Schools pledged to support continuation of the project.

Wilmington Board of Education, pledged to support the continuation of the project.

Mr. Joseph A. Corbi, Supervisor of Art Education, help with the scheduling of the art teacher's school assignments.

Mrs. Arrie Harrison, Director of Elementary Education, helped in the selection of a project psychologist.

Mrs. Louise Brown, Pyle School's secretary, made supplies available.

Mrs. Helen Powell, Drew School Secretary, made school and office supplies available to the project.

Mr. James Hill, Principal Stubbs School, Provided information from control groups.

Mrs. Edith Barton, Secretary of Stubbs School, provided the attendance records of the control groups.

Mr. George Gold, Pyle School Custodian, helped care for equipment, etc.

Mr. Issac Smith, Pyle School Custodian, helped care for equipment, etc.

Mr. Howard Cooper, Middle School Social Studies Teacher and Photographer took slides of project activities.

Mr. John Holton, Public Information Officer for the Wilmington School District, helped with the dissemination of project information.

Mr. Willis B. McLeod, Director Intern for Employee Relations.

Mr. Robert Hallsted, Director Personnel

Mr. William E. McCool, Storeroom

Mr. James Warnick, President of The W.F.T.

Mr. James Shaw, American Federation Teachers

Mr. Hutchison, Custodian, Drew School

Mr. Stafford, Custodian Drew School

Mr. James Stallings, Title I.

Drew-Dyle School Teachers and Personnel:

Mr. Harold Thompson
Mr. Lee Bergan
Mrs. Veronese Sims
Mr. Raymond Braun
Mr. Roger Dean
Mrs. Viola Nelson
Miss Veronica Riley
Mrs. Gloria Hinson
Miss Venus Johnson

Department of Public Instruction Personnel:

Mr. John Watson, ESEA Title III
Mr. Atwood Badman, ESEA Title III
Mr. Paul Stitik, ESEA Title III
Mr. W. Rementor, ESEA Title III

IV. EVALUATION METHODOLOGY: (FY' 73)

A. Personnel conducting the evaluation:

Since funds for the services of an evaluator has to be re-budgeted to pay for a part-time psychologist, the major responsibility for collecting and interpreting project data and writing the outcome evaluation became the job of the project co-ordinator. Mrs. Cooper is an art teacher not a professional evaluator, statistician, research expert or psychologist. Findings expressed reflect the opinion of the co-ordinator in collaboration with the project's part-time psychologist, Dr. Eugene McGowan. Dr. McGowan who has educational background in evaluating techniques has been most helpful in the interpretation of project information. His statement concerning the overall merits of the program can be found at the beginning of this evaluation report. Dr. McGowan was also chief interpreter of the project's main evaluation instrument, the Pier-Harris Children's Self-Concept Scale.

B. Statement of decision areas and questions (hypotheses) investigated:

1. Can group involvement in film making activities improve the ability of 4th and 5th grade children to communicate and evaluate ideas regarding:

   How they perceive themselves as measured by the Piers-Harris Children's Self-Concept Scale?

   How they think others perceive them as shown by a willingness to have performances and participation in completed films seen by others?

   How they perceive themselves in relationship to others as evidenced by volitional participation in at least one activity of a film group?

   What they perceive they would like to become as indicated by student's finding at least one area for participation and self-expression within the structure of a film making project?

2. Can participation in film making activities motivate students toward better school attendance?

3. Can positive changes in student behavior be effected as a result of belonging to and working in a film group?

C. Information collection procedures:

In order to confirm the assumptions that students' involvement in film making and its related activities can improve self-concept, school attendance, and effect positive changes in student behavior, the following data was collected:

1. Pre and post scores from the Piers-Harris Children's Self-Concept Scale were collected in September and May by the Project Co-ordinator and the Project Psychologist for indications of improvement in this area. Tests were administered to both experimental and control groups.

3. Experimental and control group attendance records were kept by classroom teachers and recorded September thru May by the Project Secretary. She computed monthly percentages to indicate improvement in school attendance and for experimental and control group comparisons.

4. A review of the cumulative records of experimental group students was made by classroom teachers, Project Co-ordinator and the Project Psychologist in order to asses previous student behavior in October and again in May. A comparison of before and after changes in behavior were noted and recorded by the Project Co-ordinator in collaboration with the Project Psychologist and classroom teachers.

D. Data analysis procedures:

Classroom samplings were used to analyze project data. The only evaluation instrument requiring scoring was the Piers-Harris Children's Self-Concept Scale which was hand scored by the project co-ordinator, project secretary, and the project psychologist. Missing or questionable data was not used. Included in the findings of the project's major evaluation instrument, the Piers-Harris Children's Self-Concept Scale include only those students who were present for both pre and post tests in the experimental and control group. The .05 and .02 levels was used for this particular instrument. Class averages were used to compute findings of student participation in film group activities and completed films. A comparison of annual attendance percentages were also made between experimental and control groups.

V. RESULTS IN TERMS OF THE AREAS AND QUESTIONS INVESTIGATED:

A. Tables and Figures:

Can involvement in a group guidance program featuring film-making as the central activity improve the self-perceptions of fourth and fifth grade children as measured by their performance on the Piers-Harris Self-Concept Scale? The pre- and post-test performances of the experimental and control groups are compared in the following table.

Table 1

Means, Standard Deviations and Comparison of Differences Between Means of the Experimental (N=65) and Control (N=43) Groups on the Piers-Harris Self-Concept Test.

Groups	Mean	Standard deviation	t
Experimental			
Pre	57.47	5.87	2.145*
Post	70.31	1.20	
Control			
Pre	54.21	6.02	.053
Post	54.67	6.20	
Experimental			
Post	70.31	1.20	2.475**
Control			
Post	54.67	6.20	

* Significant at .05 level
** Significant at .02 level

The data in Table 1 reveal that gains in positive self-regard over the duration of the Visual Imagery Project were substantially greater for the experimental than for the control group. This is indicated by magnitude of the difference between the pre-and post-test means of the experimental group, 12.85, as compared with the control group's mean difference of only .46. Comparison of the means of the two

groups on the Piers-Harris Test administered following the film-making project yields a difference of 15.64 points favoring the experimental group. When these differences were treated for significance by means of the t test, the experimental group's gain in self-regard, over the period covered by the project was found to be fairly significant at the .05 level. The advantage of the experimental group over the control group in improved self-concept was found to be highly significant at the .02 level.

By way of interpretation, the .05 level of significance means that we can be fairly confident that the obtained difference of 12.85 between pre-test and post-test means of the experimental group represents a real improvement in the way these children feel about themselves as a result of their participation in the project. A difference as large as that would not occur by chance alone in more than five in a hundred cases. Similarly the .02 significance level obtained for the difference between the post-test means of the two groups permits us to be even more confident (98%) that participation in the Visual Imagery Project resulted in significant improvement in the self-concepts of the children in the experimental group. There are less than two chances in a hundred that a difference of this magnitude could have occurrred by chance alone.

Children who were not present for both the pre and post test were not included in the experimental results. This included children who transferred out of the schools during the year or came into the schools after the pre-test was administered. The number of children in the experimental group having both pre and post-tests was 65. The number of students in the control group having completed both pre and post-tests was 43.

A complete listing of pre and post-test scores for experimental and control groups can be found in the appendix.

How they think others perceive them as shown by a willingness to have performances and participation in completed films seen by others.

The average number of completed films participated in by students in experimental group I was 2. The highest number was 3. The average number of completed films participated in by experimental group II was 3. The highest number was 10. There was no student objection to having performances and work done in a film seen by others. Continued interest and participation in film making activities seem to indicate growth and development in this area of self-concept. Even non-public school students who were only available for one hour per week, worked to complete and participate in an average of two films. Charts showing the number of films participated in by experimental groups can be found in the appendix.

How they perceive themselves in relationship to others as evidenced by volitional participation in at least one activity of a film group.

Charts listing student participation in film making activities for experimental groups I and II seem to support the fact that project students are growing in self-confidence as they relate to others. In experimental group I the average number of activities participated in by a student was 12 and in groupII the average number of activities participated in was 13. The highest number of participation choices was 20 in both groups. See appendix for charts.

What they perceive they would like to become as indicated by student's finding at least one area for participation and self-expression within the structure of a film making project.

Charted student choices to be found in the appendix indicate areas of interest and self-expression in film making activities. Average student choices in experimental group I was 12 and in experimental group II was 13. This was an increase of 5 choices over last year. See appendix charts.

2. Can participation in film making activities motivate students towards better school attendance?

While the above question was not a part of the project's main objective, it was a hoped for goal. Computation and comparison of experimental and control groups' attendance, September 1972 through May 1973 shows the total experimental group with an annual attendance percentage of 97%. The

attendance average for the control group is 95%. This is a difference of 2% in favor of the experimental group. Two per cent may not be considered by some as very high, but any increase which moves a group closer to a 100% annual attendance has significance. The experimental group's annual attendance exceeded the Pyle School attendance average of 94.8 by 2.2%. See appendix for figures.

3. Can positive changes in student behavior be effected as a result of belonging to and working in a film group?
A review and comparison of previous student behavior patterns as assessed on cumulative records with student behavior in film making groups shows that student behavior can be changed positively. Almost without exception student behavior improved as a result of involvement in film making and its related activities. See appendix for complete student listings.

B. Report of unanticipated outcomes:

Evidence of greater school interest was exhibited thrcugh improved classroom participation, improved grades on report cards, and by a willingness to accept or volunteer for additional responsibilities. Some 34 or more students volunteered to become student teachers for younger children children and for their peers. Forty (40) boys and girls purchased a variety of still cameras. Thirty-one (31) students asked parents to buy them tape recorders and fifty-four (54) obtained record players. (See Appendix) About four (4) children appeared in school with walkie talkie sets secured for them by parents. Many of the students in the project were listed as Students of the Month.

On a number of occasions students who were absent from school as a result of illness returned on film making days to participate. Several students who had been excused by the school nurse to go home because of illness remained in school and worked in their film group.

Another unexpected outcome was greater activity participation by project students. Lists in the appendix show that the average participation level by students increased from (7) to (12) and from (8) to (13). There was also a noted increase in the purchase of equipment by students for home use. Comparison shows a purchase of (40) still cameras over (34), (31) tape recorders over (27) and (54) record players over (39).

Project students' average attendance was greater than the total school attendance. There was a difference of 2.2 percent. Project average attendance was 97% and the schools average attendance for the year was 94.8 %.

Children with such speech problems such as stuttering continue to go unnoticed in their films. This is most unusual since no effort has been made to control student participation.

Contorl group students showed a significant decrease in self-concept in post-test scores. (See Appendix)

Repeated appearances on television introduced students to a new participation media.

The quality of student films improved. Also requests for borrowing and seeing student films greatly increased.

The school's drug education program related very easily to the project and it's activities. Students and teacher's worked together.

Student interest and participation in disseminating project information thru a newsletter was very, very high.

National interest in the project greatly aided in dissemination. Visual Imagery was selected as one of seven nationwide projects for research and a conference on Media and the Disadvantaged. Also the national conference on Education, Communication, Media and Technology saw merit in our project and invited us to show films at it's national convention in Las Vages.

A 3.9 rating from the ESEA Title III Office in the Department of Public Instruction shows the project must be meeting some of its commitments. The highest possible rating is 4.

Project data was exceptional last year at better than the .05 level and at the one .01 level over the control school. This year's data is significant at the .02 level, a very rare achievement.

Perhaps the greatest unexpected outcome is the Children's never ending desire to see themselves over and over on a large screen.

VI. INTERPRETATION

A. Weaknesses in the evaluation design:

The main concern of this project seeks to improve the four aspects of self-concept as set forth in the project's one objective. Mrs. Cooper, the project co-ordinator, and the evaluator feels that these aspects have been satisfied. Current research via the local district, the department of public instruction, the Title III Office, Vein, and individual efforts prove that evaluation instruments dealing with self-concept are few, particularly at the elementary school level. A project psychologist spent a great deal of time searching for suitable self-appraisal instruments for the project as did the one before. Her final

conclusion was that the Piers-Harris Children's Self-Concept Scale was the best one available. This scale was also the one chosen and approved by the local district.

B. Factors that may have biased or influenced the results:

At this writing the evaluator is unaware of any factors which may have biased or influenced the results of the data submitted.

C. Limitations of data, especially their generalizability:

All project data relating to the project's objective is complete and specific. This is also true of attendance data. However, information describing changes in student behavior is by necessity general. Grade by grade cumulative record evaluations of student behavior by classroom teachers and daily assessments of changes in student behavior are not included.

VII. CONCLUSIONS AND RECOMMENDATIONS:

A. Summary of the major findings:

Improved self-concept of the experimental group at better than the .05 level of significance and at the .02 level of significance over the control group.

Improved personal and group relationships of project students as a result of participation in film making activities.

Improved self-expression by children in the project as a result of taking in the structured activities of a film group.

Increased September thru May annual attendance of the experimental group by 2% over the control group and a 2.2% increase over the annual Pyle School attendance.

Positive changes in established behavior patterns by project students as a result of participation in film group activities.

B. Conclusions drawn from each finding in terms of questions investigated and the decisions to be made:

1. Can group involvement in film making activities improve the ability of 4th and 5th grade children to communicate and evaluate ideas regarding:

How they perceive themselves as measured by the Piers-Harris Children's Self-Concept Scale?

Project students' self-report and evaluation regarding how they perceived themselves showed an improvement at better than the .05 level of signifance over the control group as measured by the Piers-Harris Children's Self-Concept Scale.

How they think others perceive them as shown by a willingness to have performances and participation in completed films seen by others?

Project students' have communicated through participation and performance in 2 or more completed films seen by others, an improved evaluation of how they think others perceive them.

No student objection to an exhibition of work done in a film group.

How they perceive themselves in realtionship to others as evidenced by volitional participation in at least one activity of a film group?

Student participation in an average of 12 to 13 film making activities in a film group reflects an improved evaluation of how they perceive themsleves in relationship to others.

What they perceive they would like to become as indicated by student's finding at least one area for participation and self-expression within the structure of a film making project?

Students' voluntary selection and participation in an average of 12 to 13 film making activities within a film group indicate areas of interest for "becoming".

2. Can participation in film making activities motivate students toward better school attendance?

An annual September through May attendance difference of 2% in favor of the experimental group, shows that the strong motivational activities of a film group can increase student attendance.

C. Recommendations for future program action indicated by the findings and conclusions:

Reported success in the project areas investigated indicate that the Visual Imagery Project has great merit and that its evaluation design activities and strategies should be continued and expanded to include and benefit more children.

A third year evaluation report from the Department of Public Instruction makes the following recommendations that:

1. Project co-ordinator continue to co-ordinate the program with other programs and activities of the school.
2. Assisting faculty members continue to aide the program.
3. That activities of program continue and related programs of the school be integrated into the project as is being done.

4. That the progress files of the participating students be maintained in order to assist faculty and students.

5. That dissemination continue as is.

An ESEA third year evaluation of this project with a 3.9 rating out of a possible 4 recommends that the project be continued to a degree and in a manner deemed advisable by the Local Education Agency as the project appears to have much to offer the children in the Wilmington School District.

D. Possible contraints that may influence which should be taken should be and why!

In spite of the promise of support by Dr. Earl C. Jackson, Superintendent of the Wilmington Public Schools and Board of Education, financial problems plaguing the local district make funding the project at its present level an uncertainty. At this writing no specific information has come forth from the administrative office. Alternatives for continued project operation seem to indicate private funding or reverting back to having art teacher - coordinator fund it again herself.

E. Recommendation for additional kinds of evaluation activities that were not presently possible because of funding, time, or design:

The project's co-ordinator is always seeking new evaluation activities. However, definite recommendations at this time for additional kinds of evaluation instruments are not possible, since every available source has been tried. Self-appraisal instruments at the elementary school level are very limited. The local district office, the project psychologist, and a psychologist in schools of the district feel that we have perhaps chosen the best instrument available, the Piers-Harris Children's Self-Concept Scale.

Once the project co-ordinator had considered the use of a teacher rating scale to assess changes in students' self-concept, but has

had difficulty in finding or producing one related to the needs of the project.

VIII. SUMMARY:

An evaluation of the effect of the ESEA Title III Project, Visual Imagery: A Means for Improving Self-Concept on the educational institution or agency after three years of operation can report some success. Indications seem to support the basic educational assumption that positive changes in individual behavior can come about as a result of dynamic and meaningful programs. The innovative aspects of the Visual Imagery Project have given Pyle School boys and girls an opportunity to redirect their energies toward the development of more positive concepts of self. Involvement in film making activities, open-end film study, group discussion, role playing and the identification of personal and school problems have helped students to see themselves with new perspectives in terms of individual and group potentials. Teachers, too, have recognized the need for students to work towards group goals and find positive channels for self-expression. Changes other than those set forth by the Project's objectives in terms of the present knowledge upon the students of Pyle School as a result of the Project are:

1. Improved understanding of self and others

   Identification and discussion of student problems has created a sensitivity to student behavior.

2. Improved personal appearance

   Many students have made a special effort to make themselves presentable for the filming of the movies in which they are to participate.

3. Greater group responsibility

   Motivated by a great desire to see a film through to completion has made students accept and fulfill group responsibilities and obligations.

4. Greater school interest

Evidenced greater school interest was exhibited through improved classroom participation improved grades on report cards and by a willingness to volunteer for additional school responsibilities.

5. Increased sense of belonging

Students not only participate in a specific group project, but also soon identify with it and other students in it.

6. Greater development of social skills

Students have become more courteous towards each other and have shown a greater willingness to work together.

7. Increased ability to communicate ideas

Film making offers many opportunities for expressing ideas and feelings in the arts and communicative skills.

8. Increased ability to accept criticism

This ability reflects attitudinal changes in students.

9. Increased self-confidence

Group activities have focused attention on what a child can do rather than what he can not do. This emphasis has helped to foster to strenghten self-confidence and make students aware of their own potentials.

10. Feeling of accomplishment

As films progress and near completion, students readily express joy and pride in their work. (See appendix for students' statements.)

11. Film making

Making films and becoming deeply involved in its many facets has broadened students' understanding of this art and an interest in using and owning audio-visual equipment. (See appendix for students' equipment lists.)

12. Co-operative efforts of teachers and school personnel

Teachers in and out of the Project and other school personnel have all worked to help Pyle School's Visual Imagery Program move ahead successfully. (See appendix for letter from Sister Emily.)

Perhaps a more interesting summary of the Pyle School Project may be found in these students' statements:

One main reason that film making is important to children and adults is that it helps us learn to work together and to do what we really want to do. It is not always easy for boys and girls to work together in their film groups but we keep trying.

Stephen

Film making is a fun thing. I like the people in the films and the teacher Mrs. Cooper is a very hard working lady. She loves to work with children. I was the star of my film group. The name of our film was the Thieves. I would love to make more films when I get over to the middle school. I like film making because they have nice people and a nice teacher in the film groups.

Arthur

Filming is very good. I liked the film about me. It was very good. The best part I liked was seeing myself in the film. I played a very good part. I like film making because it's fun. I never knew that I could really be in a film like that. I'll miss being in a film group next year. This is the first time anyone ever made a film or anything about me.

Sylvester

Being in a film group is fun. I like making and doing things. In a film group there is a lot to do. I like the art work best. I liked seeing myself too. I'll miss film making so much next year. This was the only group I was in. I'll really miss it.

Elwood

It was nice making films. Its really nice to be on film and tell about the new boy. The best part was seeing myself having a good time in a film. I think we had the best film group. The Tickers is a nice name for a group.

Craig

Film making is fun and very exciting. It is great to learn how to be an actor and be together in groups. It makes you feel proud of yourself.

Ellis

I like film making because you have fun. You get to tell stories and tell them to others. I like doing art work for films and I like seeing myself in the films. I also like to see other people in films

Timothy

I like making films and I really like to be on a film. I like to make films with people. I like to help fix the film. I also like to have other people to help me.

Derrick

I love photography. I have exactly three cameras. I have one tape recorder, one radio, and one record player. I'm a smart boy in school. I know my business especially art. I'm a film maker.

Steven

APPENDIX

RESULTS OF PIERS-HARRIS
CHILDREN'S SELF-CONCEPT SCALE*

SCHOOL S. W. PYLE COMMUNITY SCHOOL PRE-TEST DATE SEPTEMBER 26, 1972

TEACHER'S CLASS MRS. WILLIAMS POST-TEST DATE MAY 8, 1973

GROUP EXPERIMENTAL GROUP # 1

STUDENT NAMES	GRADE	PRE-TEST SCORES	POST-TEST SCORES
JACQUELINE	5	73	80
WILLARD	4	55	67*
FRANCES	5	69	80*
GLENN	4	65	70
DAVID	5	53	65*
SIMONE	4	52	64*
TECUMSEH	4	40	66*
WILBERT	4	68	75
ROBERT	5	65	80*
NOVENE	5	58	80*
SELVY	5	59	79*
CYNTHIA	4	55	67*
MICHELLE	4	51	63*
LAVERNE	4	46	68*
CINDY	4	64	72
ALLEN	4	57	71*
CARLOS	5	64	66
SANDRA	4	53	69*
DERRICK	4	60	72*

RESULTS OF PIERS-HARRIS
CHILDREN'S SELF-CONCEPT SCALE*

SCHOOL S. W. PYLE COMMUNITY SCHOOL

TEACHER'S CLASS MRS. WILLIAMS

GROUP EXPERIMENTAL GROUP # 1

PRE-TEST DATE SEPTEMBER 26, 1972

POST-TEST DATE MAY 8, 1973

STUDENT NAMES	GRADE	PRE-TEST SCORES	POST-TEST SCORES
KIM	5	64	TRANSFERRED
DAVID	5	35	57*
MARVIN	4	60	65
ROBIN	4	66	74
MARY	4	60	72*
TYRONE	4	55	66*
CARLA	5	41	54*
GARY	4	62	79*
JOHN	5	58	67

Number of students used in the findings is 27.

All students scores show an increase.

Students scores marked with an asterisk (*) have a 10 point or better increase on Post-Test Scores.

Students without Pre and Post-Test Scores were not included in the experimental results.

RESULTS OF PIERS-HARRIS
CHILDREN'S SELF-CONCEPT SCALE*

SCHOOL ST. MARY

TEACHER'S CLASS

GROUP EXPERIMENTAL GROUP # 1

PRE-TEST DATE OCTOBER 9, 1972

POST-TEST DATE MAY 7, 1973

STUDENT NAMES	GRADE	PRE-TEST SCORES	POST-TEST SCORES
MARK	4	51	67*
VINCENT	4	51	66*
LANA	4	53	69*
FAYE	6	58	70*
FRANCINE	4	48	69*
LYDIA	4	56	68*
EDDIE	5		

Number of students used in the findings is 6.

Students scores marked with an asterisk (*) have a 10 point or better increase on Post-Test Scores.

All students scores show an increase.

Students without Pre and Post-Test Scores were not included in the experimental results.

RESULTS OF PIERS-HARRIS
CHILDREN'S SELF-CONCEPT SCALE*

SCHOOL S. W. PYLE SCHOOL

TEACHER'S CLASS MRS. SIMPSON

GROUP EXPERIMENTAL GROUP # 2

PRE-TEST DATE SEPTEMBER 29, 1972

POST-TEST DATE MAY 5, 1973

STUDENT NAMES	GRADE	PRE-TEST SCORES	POST-TEST SCORES
JAMES	5	62	73*
ELWOOD	5	57	66
CAROL	5	48	69*
DERRICK	4	50	60*
CRAIG	5	56	68*
LYNN	5	70	77
ARTHUR	5	65	74
DOROTHY	5	52	74*
CLAUDE	5	50	60*
BONNIE	5	58	68*
LISA	5	67	79*
REBECCA	5	51	80*
JO ANN	5	65	73*
KEVIN	5	66	79*
CALVIN	5	40	59*
MILTON	5	41	68*
ELLIS	5	51	65*
DARCEL	5	67	74
JOSEPH	5	66	TRANSFERRED

RESULTS OF PIERS-HARRIS
CHILDREN'S SELF-CONCEPT SCALE*

SCHOOL S. W. PYLE COMMUNITY SCHOOL PRE-TEST DATE SEPTEMBER 29, 1972

TEACHER'S CLASS MRS. SIMPSON POST-TEST DATE MAY 5, 1973

GROUP EXPERIMENTAL GROUP # 2

STUDENT NAMES	GRADE	PRE-TEST SCORES	POST-TEST SCORES
MICHELLE	5	72	78
TINA	5	55	66*
NORMA	5	45	80*
MARCIA	5	47	63*
TIMOTHY	5	63	68
REGINALD	5	75	80
EDITH	5	60	72*
SYLVESTER	5	59	65
JERRY	5	65	76*

Number of students used in the findings is 27.

All students scores show an increase.

Students scores marked with an asterisk (*) have a 10 point or better increase on Post-Test Scores.

Students without Pre and Post-Test Scores were not included in the experimental results.

RESULTS OF PIERS-HARRIS
CHILDREN'S SELF-CONCEPT SCALE*

SCHOOL S. W. PYLE SCHOOL

TEACHER'S CLASS MR. THOMPSON

GROUP EXPERIMENTAL GROUP # 2

PRE-TEST DATE SEPTEMBER 29, 1972

POST-TEST DATE MAY 8, 1973

STUDENT NAMES	GRADE	PRE-TEST SCORES	POST-TEST SCORES
WILLIAM	5	56	70*
STEPHEN	5	77	80
RONALD	5	51	65*
ALAN	5	49	72*
BENJAMIN	5	49	Transferred
HOWARD	5	50	65*
LAVOY	5		

Number of students used in the findings is 5.

All student scores show an increase.

Students scores marked with an asterisk (*) have a 10 point or better increase on Post-Test Scores.

Students without Pre and Post-Test Scores were not included in the experimental results.

RESULTS OF PIERS-HARRIS
CHILDREN'S SELF-CONCEPT SCALE*

SCHOOL STUBBS COMMUNITY SCHOOL PRE-TEST DATE ~~OCTOBER 24, 1972~~

TEACHER'S CLASS MRS. REASON POST-TEST DATE MAY 16, 1973

GROUP CONTROL GROUP # 1

STUDENT NAMES	GRADE	PRE-TEST SCORES	POST-TEST SCORES
THERSA	4	55	
ROSALIE	4	59	47 -
HARVEY	4	51	
BRETT	4	64	
BONNIE	4	50	52 -
STACEY	4	69	65 -
SHARON	4	47	51
TERESA	4	61	65
HASON	4	65	49 -
PAULA	4	65	65
BRIAN	4	62	58 -
DELOIS	4	45	47
ROBIN	4	36	~~53*~~
INEZ	4	50	~~56~~
ANTHONY	4	53	
JAMILLE	4	49	
JACQUITA	4	72	65 -
TEREST	4	52	63*
RONNIE	4	57	

RESULTS OF PIERS-HARRIS
CHILDREN'S SELF-CONCEPT SCALE*

SCHOOL STUBBS COMMUNITY SCHOOL

TEACHER'S CLASS MRS. REASON

GROUP CONTROL GROUP # 1

PRE-TEST DATE OCTOBER 24, 1972

POST-TEST DATE MAY 16, 1973

STUDENT NAMES	GRADE	PRE-TEST SCORES	POST-TEST SCORES
MARVIN	4	58	53 -
VERONICA	4	47	34 -
DERRIEAL	4	56	63
WARREN	4	35	41
DENNIS	4		36
ANASTASIA	4		38
SHIRLEY	4		75
TERRELL	4		51
KEVIN	4		
ROSEMARY	4		68

Students without Pre and Post-Test Scores were not included in the experimental results.

Number of students used in the findings is 17.

Students scores marked with an asterisk (*) have a 10 point or better increase on Post-Test Score.

Students scores marked with a dash (-) have a significant decrease in Post-Test Score.

RESULTS OF PIERS-HARRIS
CHILDREN'S SELF-CONCEPT SCALE*

SCHOOL STUBBS COMMUNITY SCHOOL PRE-TEST DATE OCTOBER 18, 1972

TEACHER'S CLASS MRS. MOORE POST-TEST DATE MAY 16, 1973

GROUP CONTROL GROUP # 2

STUDENT NAMES	GRADE	PRE-TEST SCORES	POST-TEST SCORES
CORNELIUS	4	31	53*
BRIDGET	4	45	54
VERNA	4	56	38 -
TRACEY	4	51	34 -
SANDRA	4	62	48 -
RANDALL	4	42	45
LARRY	4	51	67*
ANTHONY	4	56	52 -
RONALD	4	70	70
CHRISTOPHER	4	61	62
ANTHONY	4	45	60*
BRIAN	4	60	60
GEORGE	4	59	54 -
GEORGE	4	49	
ROBERT	4	43	69*
JONATHAN	4	53	50 -
ROBERTA	4	45	37 -
TRACEY	4	61	
KEVIN	4	57	55 -

RESULTS OF PIERS-HARRIS
CHILDREN'S SELF-CONCEPT SCALE*

SCHOOL STUBBS COMMUNITY SCHOOL PRE-TEST DATE ~~OCTOBER 18, 1972~~

TEACHER'S CLASS MRS. MOORE POST-TEST DATE MAY 16, 1973

GROUP CONTROL GROUP # 2

STUDENT NAMES	GRADE	PRE-TEST SCORES	POST-TEST SCORES
BARBARA	4	65	47 -
JUDY	4	45	27 -
ALLEN	4	68	75*
ISSAC	4	70	55 -
CALVIN	4	47	54
MARY	4	57	51 -
KEVIN	4	51	70*
EVANITA	4	37	55*
DERRICK	4	51	71*

Students without Pre and Post-Test Scores were not included in the experimental results.

Number of students used in the findings is 26.

Students scores marked with an asterisk (*) have a 10 point or better increase on Post - Test Score.

Students scores marked with a dash (-) have a significant decrease in Post-Test Score.

STUDENTS PARTICIPATION IN
FILM MAKING ACTIVITIES

October thru May, 1973

Experimental Group
Number I

28 Students

NAME OF STUDENT	PRODUCER	DIRECTOR	PHOTOGRAPHER	MUSIC DIRECTOR	ART DIRECTOR	SOUND DIRECTOR	PROPS DIRECTOR	ACTOR	GOOD GROOMING	PROJECTIONIST	STORY IDEA	WRITER	EQUIPMENT MANAGER	GROUP EDITING	TITLING	OTHER	STUDENT TRIPS	T. V. SHOWS	NEWSLETTER	HOME ASSIGNMENTS	NUMBER OF CHOICES
Jacqueline B.	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	19
Willard Y.			X		X	X	X	X	X		X	X	X	X	X		X		X		13
Frances G.	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	19
Glenn J.		X	X		X		X	X	X	X	X	X	X	X	X		X		X		14
David T.					X		X	X	X	X	X		X	X	X		X	X	X		12
Simone D.		X		X	X	X	X	X		X		X	X	X			X		X		12
Tecumseh J.			X		X		X	X	X		X		X	X	X		X		X		11
Wilbert M.		X		X	X	X	X	X	X	X	X	X	X	X		X		X	X		15
Robert P.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	20
Novwne T.		X		X	X	X	X	X	X		X	X		X	X	X	X		X		14
Selvy M.	X	X	X		X	X	X	X		X	X	X		X	X		X		X		14
Cynthia E.					X	X	X	X	X		X	X		X	X		X		X		11
Michele R.					X	X	X	X	X		X	X		X	X		X		X		11
Laverne D.		X			X	X	X	X	X			X	X		X	X	X	X		X	13

STUDENTS PARTICIPATION IN
FILM MAKING ACTIVITIES

October thru May, 1973

Experimental Group
No. I

28 Students

NAME OF STUDENT	PRODUCER	DIRECTOR	PHOTOGRAPHER	MUSIC DIRECTOR	ART DIRECTOR	SOUND DIRECTOR	PROPS DIRECTOR	ACTOR	GOOD GROOMING	PROJECTIONIST	STORY IDEA	WRITER	EQUIPMENT MANAGER	GROUP EDITING	TICKLING	OTHER	STUDENT TRIPS	T. V. SHOWS	NEWSLETTER	HOME ASSIGNMENTS	NUMBER OF CHOICES
Cindy S.		X		X	X		X		X		X			X	X				X		9
Allen B.			X		X	X	X	X	X		X			X	X		X		X		11
Carlos T.		X	X			X	X	X	X	X	X	X	X	X	X	X			X	X	15
Sandra H.					X	X		X	X		X			X	X		X		X		9
Derrick K.			X		X	X		X	X		X			X	X		X		X		10
Kim T.																					Transferred Out
David M.					X	X		X	X		X		X		X		X		X		9
Marvin H.		X			X	X	X	X	X		X			X	X		X		X		11
Robin W.		X	X	X	X	X	X	X	X		X	X	X	X	X	X	X		X	X	17
Mary D.					X	X	X	X	X	X	X	X	X	X	X		X		X		13
Tyrone T.		X		X	X	X	X	X	X	X	X			X	X	X	X		X	X	15
Carlo				X	X	X	X	X	X	X	X	X		X	X	X			X		13
Gary C.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	20

STUDENTS PARTICIPATION IN
FILM MAKING ACTIVITIES

October thru May, 1973

Experimental Group
No. I

28 Students

NAME OF STUDENT	PRODUCER	DIRECTOR	PHOTOGRAPHER	MUSIC DIRECTOR	ART DIRECTOR	SOUND DIRECTOR	PROPS DIRECTOR	ACTOR	GOOD GROOMING	PROJECTIONIST	STORY IDEA	WRITER	EQUIPMENT MANAGER	GROUP EDITING	TITLING	OTHER	STUDENT TRIPS	T. V. SHOWS	NEWSLETTER	HOME ASSIGNMENTS	NUMBER OF CHOICES
John W.		X		X	X	X	X	X	X		X		X	X	X	X		X			13

THE AVERAGE NUMBER OF RECORDED ACTIVITIES PARTICIPATED IN BY STUDENTS IS 12

STUDENTS PARTICIPATION IN
FILM MAKING ACTIVITIES

October thru May, 1973

Experimental Group
No. I

St. Mary
9 Students

NAME OF STUDENT	PRODUCER	DIRECTOR	PHOTOGRAPHER	MUSIC DIRECTOR	ART DIRECTOR	SOUND DIRECTOR	PROPS DIRECTOR	ACTOR	GOOD GROOMING	PROJECTIONIST	STORY IDEA	WRITER	EQUIPMENT MANAGER	GROUP EDITING	TITLING	OTHER	STUDENT TRIPS	T. V. SHOWS	NEWSLETTER	HOME ASSIGNMENTS	NUMBER OF CHOICES
Mark J.				X	X		X	X	X	X	X	X	X	X			X	X			12
Vincent M.				X	X	X	X	X	X	X	X	X	X	X	X		X	X			14
Lana H.			X	X	X	X	X	X		X		X	X	X			X	X			12
Faye H.	X	X	X	X	X	X	X	X	X		X		X	X	X	X		X	X		16
Francine F.		X	X	X	X		X	X	X		X			X	X			X	X		12
Lydia B.		X		X	X	X			X		X		X	X	X	X	X	X	X		13
Eddy N.					X		X	X	X		X			X	X		X	X	X		10
Tina F.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		20
KimberelyB.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		20

THE AVERAGE NUMBER OF RECORDED ACTIVITIES
PARTICIPATED IN BY STUDENTS IS 14

STUDENTS PARTICIPATION IN
FILM MAKING ACTIVITIES

October thru May, 1973

Experimental Group
No. II

28 Students

NAME OF STUDENT	PRODUCER	DIRECTOR	PHOTOGRAPHER	MUSIC DIRECTOR	ART DIRECTOR	SOUND DIRECTOR	PROPS DIRECTOR	ACTOR	GOOD GROOMING	PROJECTIONIST	STORY IDEA	WRITER	EQUIPMENT MANAGER	GROUP EDITING	TITLING	OTHER	STUDENT TRIPS	T. V. SHOWS	NEWSLETTER	HOME ASSIGNMENTS	NUMBER OF CHOICES
Kevin M.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	20
Calvin U.					X			X	X	X			X	X	X	X	X		X		10
Milton M.					X	X	X	X	X	X	X		X	X	X	X	X		X		13
Ellis H.	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X		X		17
Darcel P.	X		X	X	X	X	X	X	X		X		X	X	X	X	X		X	X	16
Joseph C.																					Transferred Out
Michele B.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	19
Tina S.	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	18
Norma C.			X		X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	17
Marcia W.	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	18
Timothy T.	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	18
Reginald P.	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	18
Edith R .	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	19

STUDENTS PARTICIPATION IN
FILM MAKING ACTIVITIES

October thru May, 1973

Experimental Group
No. II

28 Students

NAME OF STUDENT	PRODUCER	DIRECTOR	PHOTOGRAPHER	MUSIC DIRECTOR	ART DIRECTOR	SOUND DIRECTOR	PROPS DIRECTOR	ACTOR	GOOD GROOMING	PROJECTIONIST	STORY IDEA	WRITER	EQUIPMENT MANAGER	GROUP EDITING	TITLING	OTHER	STUDENT TRIPS	T. V. SHOWS	NEWSLETTER	HOME ASSIGNMENTS	NUMBER OF CHOICES
James L.	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X		X	X	18
Elwood B.					X		X	X		X	X		X		X	X	X		X	X	11
Carol W.								X	X		X		X		X	X	X		X	X	9
Derrick K.		X			X		X	X	X		X		X	X	X	X	X		X	X	13
Craig D.		X			X			X	X		X		X	X	X	X			X	X	11
Lynn B.								X	X	X	X	X	X	X	X	X	X		X		11
Arthur C.					X	X		X	X		X	X	X		X	X	X		X	X	12
Dorothy D.					X			X	X		X	X	X	X	X	X	X		X	X	11
Claude C.			X		X			X	X		X		X	X	X		X		X		10
Bonnie B.					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	16
Lisa W.					X	X		X	X	X	X	X	X	X	X	X	X		X	X	14
Rebecca F.	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	19
Joann H.	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	19

STUDENTS PARTICIPATION IN
FILM MAKING ACTIVITIES

October thru May, 1973

Experimental Group
No. II

28 Students

NAME OF STUDENT	PRODUCER	DIRECTOR	PHOTOGRAPHER	MUSIC DIRECTOR	ART DIRECTOR	SOUND DIRECTOR	PROPS DIRECTOR	ACTOR	GOOD GROOMING	PROJECTIONIST	STORY IDEA	WRITER	EQUIPMENT MANAGER	GROUP EDITING	TITLING	OTHER	STUDENT TRIPS	T. V. SHOWS	NEWSLETTER	HOME ASSIGNMENTS	NUMBER OF CHOICES
Sylvester P.			X				X	X	X	X	X	X	X	X	X	X		X			12
Jerry P.			X				X	X	X	X	X	X	X	X	X	X		X			12

THE AVERAGE NUMBER OF RECORDED ACTIVITIES PARTICIPATED IN BY STUDENTS IS 13

STUDENTS PARTICIPATION IN
FILM MAKING ACTIVITIES

October thru May, 1973

Experimental Group
No. II

7 Students

NAME OF STUDENT	PRODUCER	DIRECTOR	PHOTOGRAPHER	MUSIC DIRECTOR	ART DIRECTOR	SOUND DIRECTOR	PROPS DIRECTOR	ACTOR	GOOD GROOMING	PROJECTIONIST	STORY IDEA	WRITER	EQUIPMENT MANAGER	GROUP EDITING	TITLING	OTHER	STUDENT TRIPS	T. V. SHOWS	NEWSLETTER	HOME ASSIGNMENTS	NUMBER OF CHOICES
Stephen G.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	20
Howard N.			X	X	X	X	X	X	X	X	X		X	X	X		X		X	X	15
Allen P.				X	X	X	X	X	X		X		X	X	X		X		X	X	13
Ronald B.			X		X	X	X	X	X		X			X	X		X		X		11
William D.			X	X	X		X	X	X		X		X	X	X		X		X	X	13
Lavoy B.					X			X	X		X			X	X		X		X		8
Benjamin W.	X	X			X				X		X		X	X	X		X		X		10

THE AVERAGE NUMBER OF RECORDED ACTIVITIES PARTICIPATED IN BY STUDENTS IS - 13

NUMBER OF FILMS PARTICIPATED IN BY EXPERIMENTAL STUDENTS

GROUP # I

27 Students

NAME	THE GIRL WHO GETS SICK *	THE THIEVES *	THE NEW BOY *	THE THREE MONSTERS *	THE NEW COMER *	DRACULA'S CASTLE *	THE DEVILS MADE US	THE SAD LITTLE GIRL	VISUAL IMAGERY
Cindy S.			X				X		
Allen B.					X		X		
Carlos T.					X		X		
Sandra H.			X				X		
Derrick K.				X			X		
David M.				X			X		
Marvin K.					X		X		
Robin W.			X				X		
Mary D.				X			X		
Tyrone T.				X			X		
Carla L.				X			X		
John W.			X				X		
Gary C.			X				X		

NUMBER OF FILMS PARTICIPATED IN BY EXPERIMENTAL STUDENTS

GROUP # I

27 Students

NAME	THE GIRL WHO GETS SICK *	THE THIEVES *	THE NEW BOY *	THE THREE MONSTERS *	THE NEW COMER *	DRACULA'S CASTLE *	THE DEVILS MADE US	THE SAD LITTLE GIRL	VISUAL IMAGERY						
Jacqueline B.					X			X							
Willard Y.					X			X							
Frances G.				X				X							
Glenn J.					X			X							
David T.					X			X							
Simone D.			X					X							
Tecumseh J.			X					X							
Wilbert M.					X			X							
Robert P.			X					X							
Novene T.			X					X							
Selvy M.			X					X							
Cynthia E.				X				X							
Michele R.				X				X							

THE AVERAGE NUMBER OF FILMS PARTICIPATED IN BY STUDENTS

2 . THE LOWEST NUMBER WAS 2 . THE HIGHEST WAS 3 .

NUMBER OF FILMS PARTICIPATED IN BY EXPERIMENTAL STUDENTS

GROUP I

9 Students

NAME	THE GIRL WHO GETS SICK *	THE THIEVES *	THE NEW BOY *	THE THREE MONSTERS *	THE NEW CONTR *	DRACULA'S CASTLE *	THE DEVILS MADE US	THE SAD LITTLE GIRL	VISUAL IMAGERY						
Mark J.							X	X							
Vincent M.							X	X							
Lana H.							X	X							
Faye H.							X	X							
Francine F.							X	X							
Lydia B.							X	X							
Eddy N.							X	X							
Tina F.							X	X							
Kimberly B.							X	X							

THE AVERAGE NUMBER OF FILMS PARTICIPATED IN BY STUDENTS 2 . THE LOWEST NUMBER WAS 2 .

THE HIGHEST NUMBER WAS 8 .

NUMBER OF FILMS PARTICIPATED IN BY EXPERIMENTAL STUDENTS

GROUP NO. II

27 STUDENTS

NAME	THE GIRL WHO GETS SICK #	THE THIEVES #	THE NEW BOY #	THE THREE MONSTERS #	THE WELL COMES #	DRACULA'S CASTLE #	THE DEVILS MADE US	THE SAD LITTLE GIRL	VISUAL IMAGERY							
James L.	X							X								
Elwood B.		X						X								
Carol W.	X							X								
Derrick S.		X						X								
Craig D.		X						X								
Lynn B.	X							X								
Arthur C.	X							X								
Dorothy D.	X							X								
Claude C.	X							X								
Bonnie B.	X	X						X								
Lisa W.	X							X								
Rebecca F.	X							X								
JoAnn H.	X							X								
Kevin M.	X	X						X								

NUMBER OF FILMS PARTICIPATED IN BY EXPERIMENTAL STUDENTS

GROUP # 2

27 Students

NAME	THE GIRL WHO GETS SICK *	THE THEIVES *	THE NEW BOY *	THE THREE MONSTERS *	THE NEW COMER *	DRACULA'S CASTLE *	THE DEVILS MADE US	THE SAD LITTLE GIRL	VISUAL IMAGERY						
Calvin U.			X					X							
Milton M.			X					X							
Ellis H.			X					X							
Darcel P.	X							X							
Michele R.	X							X							
Tina S.		X						X							
Norma C.	X							X							
Marcia W.		X						X							
Timothy T.			X					X							
Reginald P.		X						X							
Edith R.		X						X							
Sylvester P.			X					X							
Jerry P.		X						X							

THE AVERAGE NUMBER OF FILMS PARTICIPATED IN BY STUDENTS 2 . THE LOWEST NUMBER WAS 2 .

THE HIGHEST NUMBER WAS 3 .

NUMBER OF FILMS PARTICIPATED IN BY EXPERIMENTAL STUDENTS

GROUP # II

6 Students

NAME	THE GIRL WHO GETS SICK #	THE THIEVES #	THE NEW BOY #	THE THREE MONSTERS #	THE NEW COMER #	DRACULA'S CASTLE #	THE DEVILS HALF HR.	THE SAD LITTLE GIRL	VISUAL IMAGERY
Stephen G.						X		X	
Howard N.						X		X	
Allen P.						X		X	
Ronald B.						X		X	
William D.						X		X	
Levoy D.						X		X	

THE AVERAGE NUMBER OF FILMS PARTICIPATED IN BY STUDENTS 2. THE LOWEST NUMBER WAS 2.

THE HIGHEST NUMBER WAS 3

CHANGES IN STUDENT BEHAVIOR

STUDENT	PRIOR TO PROJECT PARTICIPATION	DURING PROJECT PARTICIPATION
onnie B.	Bonnie, a likable, guiet and unassuming little girl was often late and absent from school. School seemed to hold little interest for her.	As a member of a film group Bonnie's interest in school came alive. She eagerly volunterred for all sorts of film jobs. She willingly worked and helped everyone. Her absences from school greatly decreased. She had some months of perfect attendance. She only missed three film making days this school year and was because of illness.
lwood B.	Elwood is basically a very shy boy. Appearently this is the way he has always been. However, he is extremely creative.	Elwood was able to bring his creative interests to his film group. As time progressed it was learned that Elwood enjoyed acting also. His shyness seemed to fade away as his interest in film making activities increased.
ynn B.	Lynn is a very quiet and shy little girl. She seems self-concious about everything. You might say she is a misfit in any group situation.	Lynn is still somewhat quiet and shy,but she enjoys her film group very much. She never misses an opportunity to come and participate in its activities. You can just sense the excitement of her desire to eblong.
laude C.	Claude is shy and with drawn. He almost always prefers to be alone. On a rating personality scale of 0 to 10, Claude would rate himself 0. He would not even accept a sincere compliment.	Claude had to leave our school by way of transfer. However, within a very short time he returned. When he did his interest in his school work seemed greater. He made a few friends. He even became a volunteer for some film making activities. He talks more and especially enjoys seeing how handsome he is on the screen.

CHANGES IN STUDENT BEHAVIOR

STUDENT	PRIOR TO PROJECT PARTICIPATION	DURING PROJECT PARTICIPATION
Arthur C.	Recorded as a stubborn and disobedient boy. He often pesents authority.	Arthur's general behavior and enthusiasm for school has improved. His contributions to his film group have been excessive. Arthur is quite and actor. He has made more requests to see his films than any other student.
Norma C.	Norma is very self-centered with a high intelligence level. School has not been a challenge for her. She seemingly does not work up to her ability.	Norma took to film making like a duck takes to water. It seemed to satify her need to be seen. She was able to work for everything. She was able to work for extremely long periods of time before and after school and at home to complete assignments.
Dorothy D.	Dorothy is recorded by some teachers as being shy and rather aggressive at times.	While Dorothy at times seems quiet, she has never exhibited any negative behavior. Her manner has been most co-operative and plesant. Her peers delight in working with her.
Rebecca F.	Rebecca is very moody. She is somewhat quiet and shy. Sometimes she is overly aggressive.	This very non-descript little girl has won the respect of her film group peers as a leader, student teacher, worker and T. V. star. Her confidence in herself and her ability has been surprising.
Joann H.	Joann is a loner, preferring not to work in a group. She also has a high irritation level and it very critical of others.	Joann "the frowner" has become Joann "the smiler". Appearing in several films and on T. V. has made Joann realize how lovely she really is. She consciously makes an effort to be positive. Instead of working alone she announces that she will be working with her firends in her film group.

CHANGES IN STUDENT BEHAVIOR

STUDENT	PRIOR TO PROJECT PARTICIPATION	DURING PROJECT PARTICIPATION
Ellis H.	Ellis might be described as a behavior problem based on his constant interference in the affairs of others.	Film making has helped Ellis harness his energies. He has become a very proficient audio-visual equipment director. He helps with equipment when needed around the school and helps to teach other students. Sometimes he has worked after school to operate equipment for faculty meetings. A once irritating personality is changing into one of great affability.
James L.	James is a shy boy who could easily go unnoticed in a group. When called upon he sometimes used negative comments to gain attention.	Film making activities has unearthed many of James' leadership qualities. His desire to gain the respect of others has caused him to extend himself in his group. Many of the negative aspects of his personality now seem unnecessary. He finds being helpful and volunteering more acceptable.
Kevin M.	Kevin does not work up to his ability. He is often playful and talkative, you might even say he is lazy.	Kevin's inclination towards laziness has not been evident in film making. Keeping him busy can create a problem as he moves quickly from one task to another. He has shown definite leadership ability. He has undertaken too many film activities to numerous to mention. His main interest other than being in movies is working with sorts of equipment. On his own he organized a special out of school film group.

CHANGES IN STUDENT BEHAVIOR

STUDENT	PRIOR TO PROJECT PARTICIPATION	DURING PROJECT PARTICIPATION
Milton N.	Milton is rather shy and academically very slow. He has very low confidence level and so says or participates very little.	Milton in his quiet way has seemingly come alive. He makes an effort to speak up in his group and has exhibited unusual qualities of showmanship. He says he really enjoys film making and writing storie's for the film maker's newsletter.
Tina S.	Tina has leadership abilities but does not use them well. Her negative attitude stands in her way.	In her film group Tina has been most co-operative She has worked long hours after school volunteering her services. Her negative traits have not been evidenced.
Derrick S.	Derrick is stubborn and has poor work habits. He does very little work.	Derrick loves film making. He volunteers to work even after school. He has used his creative ability to aide his film group. His negative traits have gone unnoticed.
Timothy T.	Timothy has a very short attention span. He seems restless and irresponsible.	Timothy has shown that he is a responsible student. He has been very co-operative and tries extremely hard in all his school endeavers. He is succeeding.
Calvin U.	Calvin is quiet and seldom asserts himself.	Calvin seems just the opposite of his recorded behavior. He is seldom quiet and he does assert himself. He has participated well in his film group and its activities.

CHANGES IN STUDENT BEHAVIOR

STUDENT	PRIOR TO PROJECT PARTICIPATION	DURING PROJECT PARTICIPATION
isa W.	Lisa wants and needs constant attention despartely. She has many talents.	Film making has enhanced her talents and fullfilled her need for attention.
arol W.	Carol has not learned self-control. has a very nasty approach and way of talking to others.	Carol has learned some self-control She is most helpful. Sometimes in her excitement in her film group she is a little loud, but certainly not nasty or negative.
acqueline B.	Jacqueline is sometimes resentful of authority and becomes very unco-operative as a student. However, she does display leadership abilities.	Jacqueline has used her leadership qualities well in her film group. She seems to try to curve some of her negative traits. She works hard in school and at home and takes great pride in her work.
ichelle B.	Michelle is a very pugnacious child. She is always ready to pick a fight with one of her peers. Her stubborn manner, keeps her from doing her best work.	Michelle grows less pugnacious each day. She wants to work and be a part of all her film groups activities. Her artistic ability has been very useful to her group. She now volunteers and works very hard.
llen B.	Allen is shy and has to be motivated. He never offers anything on his own.	Allen is a somewhat shy little boy. However, it has been discovered that he has a bit of "ham" in him. Slowly but surely film making is encroaching upon him. He volunteers for many responsibilities and brings in art work on his own. He often works after school. Sometimes he invites his brother to stay and work with him.

CHANGES IN STUDENT BEHAVIOR

STUDENT	PRIOR TO PROJECT PARTICIPATION	DURING PROJECT PARTICIPATION
Robert P.	Robert is a good all around student who needs to be constantly challenged.	Robert's leadership qualtities were enhanced in his film making group. He eagerly showed his ideas with his group. He often worked after school in order to participate or complete an activity.
Cindy S.	Cindy wants to be a leader but can not get along with her peers.	Cindy is working on her negative traits. She has shown that acting and role playing is one of her strong points. She is being accepted more and more into the group.
Novene T.	Novene is a responsible leader. She works independently and is liked by her peers.	Novene is expanding her leadership qualtities. in her film group she has discovered a new dimension.
David T.	David is a very shy pupil. He sits quietly until called upon.	David has found film making exciting. He especially enjoyed his role in a group film. He no longer waits to be called upon. He often volunteers.
Carlos T.	Carlo has a great deal of undirected attention, which often gets him into trouble.	Carlos really got into film making. He brought in many props to be used. It was exciting to see how involved he had become in his film group.
Tyrone T.	Tyrone has to be spoken to often about his poor behavior. He likes to be involved in class activities.	Film making provided many activities to help Tyrone develop. His negative behavior has become less noticable. He can be most co-operative and he does volunteer quite often.

CHANGES IN STUDENT BEHAVIOR

STUDENT	PRIOR TO PROJECT PARTICIPATION	DURING PROJECT PARTICIPATION
Marvin H.	Marvin desires his own way and will take advantage of certain situations.	Marvin loves film making. He never seems to tire of it's many activities. He is learning that in order to participate and be a part of a group he has to make consessions.
Tecumseh J.	Tecumseh seems quiet and unassuming. However, she can show stubborn and negative traits.	Tecumseh likes being a film maker. As the year progresses she shows greater and greater interest and participation in her film group.
Glen J.	Glen is very playful and does not take school seriously.	Glen is pleased with his film group and participates in it's activities.
Derrick K.	Derrick is alikeable little fellow who restlessness keeps him from achieving.	Derrick is still somewhat restless. However, he never misses an opportunity to participate in the activities of his film group.
Wilbert M.	Wilbert is quiet and sensitive and whose school attendance is very poor.	Wilbert is no longer quiet. Also his attendance in school has greatly improved. He only missed six days in school and only one of them was a film making day.
Selvy M.	Selvy seemed to be high strung with a great deal of undirected energy which sometimes made him a problem student.	Film making seemed to help Selvy find a way to redirect some of his excess energy.

CHANGES IN STUDENT BEHAVIOR

STUDENT	PRIOR TO PROJECT PARTICIPATION	DURING PROJECT PARTICIPATION
ary D.	Mary is alert, co-operative, and exhibits great initative. She gets along well with her peers.	Film making has expanded and reinforced Mary's good qualtities.
imone D.	Simone is a very nice little girl but does not seem to be highly motivated.	In her film group she has worked very hard to support all the efforts of her group.
ynthia E.	Cynthia is a hard worker	In her film group Cynthia is a producer. She continues to work very hard and take on responsible jobs.
andra H.	Sandra is a lovely girl. She has a wholesome attitude toward her work.	Sandra makes a lovely film maker and has found new avenues of self-expression.
rances G.	Frances seems very aggressive and domineering. She is often involved in arguments and seems determined to have her way.	Frances is co-operative in every way. She volunteers, works at home and extends herself more than any other film maker. She is so busy she has very little time for anything other than work. Her family has given her great support in her film making activities. She is a born leader.
averne G.	Laverne tends to react in a negative manner. She has a great need for attention.	Laverne's attitude and manner have improved. She wants to be a part of the group and works to control her behavior.

CHANGES IN STUDENT BEHAVIOR

STUDENT	PRIOR TO PROJECT PARTICIPATION	DURING PROJECT PARTICIPATION
John W.	John is an active pupil. He has many behavior problems. He enjoys being a leader.	John enjoys his film making activities and hates to miss out on any of them. His behavior is improving.
Willard Y.	Willard seems to dislike all activities. He seldom completes an assignment.	Willard participated well in the activities of his film group.
Robin W.	Robin is a hard worker.	This trait has carried over well into film making activities. Robin spent every extra minute she had during, before and after school doing things for her film group.
William D.	William is active, dependable, helpful and a likable student.	William made an excellent film maker. He gave and he received.
Stephen G.	Steven has a record of being a very quarrelsome and critical of others. He is also inclined to want his own way.	Stephen's leadership ability has become very prcnounced in his film group. He also seems more talerant of others and is willing to share his ideas and efforts with others. He has been involved in every phase of film making and would like to become a film maker. He now owns three cameras. He is a valuable asset to his group.
Howard N.	Howard is plesant, likes to participate in all school activities.	Whatever Howard does he does well. He loved film making and worked hard to make the efforts of his group a success.
Allen P.	Allen is belligerent. He needs to learn to control his temper.	Allen has not exhibited these negative qualities in his filmgroup. What he has shown is extreme co-operation and beautiful art work.

ATTENDANCE COMPARISON

OF

EXPERIMENTAL AND CONTROL GROUPS

September 1972 thru April 1973

	Days Attended	Days Belonged	Percent Attendance
Experimental Group	9,809	10,061	97%
Control Group	8,909	9,326	95%

There is a 2% difference in favor of the experimental group.

Non-public school students are not a part of the experimental group computation. Their attendance on film making days was 100%.

CHILDREN IN THE PROGRAM WHO ACQUIRED AUDIO-VISUAL EQUIPMENT

Experimental Group No. I — Equipment — Septmeber, 1972 thru May, 1973

NAME	CAMERA	TAPE RECORDER	RECORD PLAYER
Jacqueline B.	X	X	X
Willard Y.	X		
Frances G.	X	X	X
Glenn J.	X		
David T.			
Simone D.	X		
Tecumseh J.			X
Wilbert M.			X
Robert P.	X	X	X
Novene T.	X	X	X
Selvy M.	X		X
Cynthia E.	X	X	X
Michele B.	X		
Cindy S.			
Allen B.			
Carlos T.			X
Sandra G.	X	X	X
Derrick K.	X	X	X
David M.	X	X	X
Marvin H.		X	X
Mary D.	X	X	X
Tyrone T.			X
Carol L.	X	X	X

CHILDREN IN THE PROGRAM WHO ACQUIRED AUDIO-VISUAL EQUIPMENT

Experimental Group
No. I

Equipment

Septmeber, 1972
thru May, 1973

NAME	CAMERA	TAPE RECORDER	RECORD PLAYER
John W.	X		X
Gary C.	X	X	X
Robin W.			X

CHILDREN IN THE PROGRAM WHO ACQUIRED AUDIO-VISUAL EQUIPMENT

Experimental Group
No. I

Equipment

September, 1972
thru May, 1973

NAME	CAMERA	TAPE RECORDER	RECORD PLAYER
Mark J.	X	X	X
Vincent M.	X	X	X
Lana H.		X	X
Faye H.	X		X
Francine F.		X	X
Eddy N.	X		X
Tina F.	X		X
Kimberely		X	X

CHILDREN IN THE PROGRAM WHO ACQUIRED AUDIO-VISUAL EQUIPMENT

Experimental Group No. II — Equipment — September, 1972 thru, May, 1973

NAME	CAMERA	TAPE RECORDER	RECORD PLAYER
ames L.	X	X	X
lwood B.			X
arol W.	X	X	X
errick S.	X	X	X
Craig D.	X		X
ynn B.			X
rthur C.			X
orothy D.	X	X	X
laude C.			
Bonnie B.	X		X
isa W.	X		X
ebecca F.		X	X
oann H.	X		X
evin M.			
Calvin U.			
ilton M.	X		X
llis H.	X	X	X
arcel P.	X		X
ichelle R.	X	X	X
Tina S.			X
orma C.			X
Marcia W.			X
aith R.			

CHILDREN IN THE PROGRAM WHO ACQUIRED AUDIO-VISUAL EQUIPMENT

Experimental Group No. II — Equipment — September, 1972 thru May, 1973

NAME	CAMERA	TAPE RECORDER	RECORD PLAYER
Sylvester P.		X	X
Jerry P.			
Reginald P.	X	X	X
Timothy T.	X		X

CHILDREN IN THE PROGRAM WHO ACQUIRED AUDIO-VISUAL EQUIPMENT

Experimental Group No. II

Equipment

September, 1972 thru May, 1973

NAME	CAMERA	TAPE RECORDER	RECORD PLAYER
Stephen G.	X	X	X
Howard N.	X		X
William D.	X	X	X
Allen P.	X		X
Levoy D.		X	
Ronald B.		X	
Benjamin W.		X	X

STUDENT STATEMENTS

IN

FILM MAKING AT PYLE SCHOOL 1972 - 73

I enjoy filming, acting, making up stories and songs. I enjoy everything. Film making helps boys and girls learn to work together and be co-operative.

Steven

Being a film maker is interesting and fun. I like all my subjects in school. As they say, "Today is the first day of the rest of your life," but not for me, I am a film maker. I am a producer. This means I'm in charge of everything.

Frances

I couldn't wait to come to school today. I get to come to film making and art. I am a group leader. I like my film group.

Kevin

We were given new experience when we come to film making.

James

I love film making. I love to act and see myself. Film making makes school more exciting.

Lisa

I have not missed any days when we have film making. Boy I'm sure going to miss it.

Selvy

Film making is good! I like to use the camera and the lights. I have learned to use a lot of equipment and help other children. I was only in two films this year but they were good.

Michelle

I did all the Titles for my film group called the Tickers. I like film making and I like art. My work looks good on the screen all the time. There is always something to do in film making. I'll miss this school next year.

Timothy

I like the way I look in films. I like using all the equipment. I used just about everything. Mrs. Cooper calls me the A. V. man.

Kevin

I like to work the things we use in film making but most of all I like to act. I'm a producer in my film group and I get to do everything.

Marsha

We enjoyed making films at Pyle School. We wish we could come back and make more films. Most of all we enjoyed working with Mrs. Cooper. School is not exciting now.

Robin, Rhoda, Sylvin

We had lots of fun working on the story boards. We had fun teaching boys and girls how to use the story boards. Some boys and girls really didn't know how to use them until we showed them.

Reginald, James

I like film making and I like school.

Marvin

Film making is something everybody should be interested in. Everybody can do something in helping to make films and get a lot of kicks out of it.

Stephen

One main reason that film making is important to children is that it helps us learn to work together and to do what we really want to do.

Stephen

I like being a film maker. It's one of the best things we do in school.

Reginald

Being a film maker has been just great. Everybody knows who we are.

Frances

Making a film takes a lot of time and work but its fun and I like doing them. In film making we do a lot of things.

Darcel

I like being a movie and T. V. Star!

Joann

In film making students help to teach students. I like being a student teacher. I like to help film groups with their problems. I like to write stories about the loops. I like being in films and being on television too!.

 Rebecca

Film making is a fun thing. I like the people in the films and the teacher Mrs. Cooper is a very hard working lady. She loves to work with children. I was the star of my film group. The name of our film was the Thieves. I would love to make more films when I get over to the middle school. I like film making because they have nice people and a nice teacher in the film group.

Arthur

Filming is very good. I liked the film about me. It was very good. The best part I liked was seeing myself in the film. I played a very good part. I like film making because it's fun. I never knew I could really be in a film like that. I'll miss being in a film group next year. This is the first time anyone ever made a film or anything about me.

Sylvester

Being in a film group is fun. I like making and doing things. In a film group there is a lot to do. I like the art work best. I liked seeing myself too. I'll miss film making so much next year. This was the only group I was in. I'll really miss it

Elwood

It was nice making films. Its really nice to be on film and tell about the new boy. The best part was seeing myself having a good time in a film. I think we had the best film group. The Tickers is a nice name for a group.

Craig

Film making is fun and very exciting. It is great to learn how to be an actor and be together in groups. It makes you feel proud of yourself.

Ellis

I like film making because you have fun. You get to tell stories and show them to others. I like doing the art work for the films and I like seeing myself in the films. I also like to see other people in films.

Timothy

I like making films and I really like to be on film. I like to make films with people. I like to help fix the film. I also like to have other people help me.

Derrick

I love photography. I have exactly three cameras. I have one tape recorder, one radio, and one record player. I'm a smart boy in school. I know my business especially art. I'm a film maker.

Steven

I like to come to Pyle School to make films. It's fun. I like to act and to see myself in movies.

Kim

I like to do art for movies. My things looked good in the film.

Vincent

I liked to be a producer for our film groups. I didn't know how I looked until I saw myself in a film.

Faye

I didn't have many friends. At first nobody liked me. Now at least since I've been working with Mrs. Cooper the boys and girls don't pick on me. I'm sorry film making is over.

Francine

I'm kind of like the little girl in the movie. Sometimes I think I am sad. I liked being in a movie.

Lydia

Making a movie lets you show off.

Mark

I like being in the film group. It is something interesting to do.

Milton

Mrs. Cooper let's us work different equipment in film making. I like it.

Carol

I wish I could come to film making all day.

Bonnie

Yeah, I like being in films it's fun.

Calvin

I just like film making and I hate to miss it. I don't know I just like it that's all.

Darcel

I like all the things we do to make films. I could come to film making all day.

Tina

Once you make a film you can see yourself over and over again.

Norma

The best thing I like about film making is the excitement.

William

I can't say which part I like about film making. I just like it all.

Howard

I like to make things for films and to be in them too! I like film making because it's great fun.

Lavoy

I like being a film maker because I can be in a group.

Ronald

It's great. In film making you get to do all kinds of things. You get to make all kinds of things too. I wish we could do it more often in school. Next year we won't even have it at all

Jacqueline

It's good to be a film maker.

Glenn

Film making is fun!

Allen

I dig being behind the camera and being on T. V.

Robert

Film making makes me happy.

Mary

I like to act and to see myself up there. That's why I like to make films.

Tyrone

It's nice being in films

Gary

When you are in a film you can watch ycurself and other people.

Novene

I don't know what to say except that I like everything in film making.

Robin

Acting and seeing myself that's fun.

Carlos

It's kind of like you're in a story and you're watching yourself.

Simone

I didn't want to be in a film. Now I like it. I like all thing we do.

Carla

It's a good feeling when you see yourself in a film.

David

I like to see my picture a lot.

Michelle

I like to be in a film group.

Wilbert

1972 APPENDIX INFORMATION

PROJECT PSYCHOLOGIST'S

STATEMENT

From a psychological point of view the film making experience for the children in the experimental group was one in which their ideas, talents and feelings were accepted as being of value and worthy of expression. The status importance and permanence accorded these through filming certainly added to their self esteem and enhanced their positive feelings about themselves. Working with peers in the cooperative efforts required for making a film also helped enhance their feeling of personal and social competence and the finished product was proof which they could see and experience of this competence. The psychological importance of the experience of competency is crucial to everyone's self esteem but filming which is a permanent record that can be shared again with others adds another dimension to the experience.

Mrs. Cooper, the Coordinator of the project, is a woman of great sensitivity to the needs of individual children. She saw to it that all the children had a part in the films and that their experience was a successful one. This was very important for some of the children who have very few opportunities for success either in school or at home. The effort and enthusiasm with which the children took part in

the film making were an indication of how meaningful the venture was for them. Any technique which attempts to bring about behavior changes is in the final analysis, dependent upon the skill and sensitivity of the person using the technique. Mrs. Cooper's personal concern for children and basic orientation of helping children to have positive self experiences were, in my opinion, significant factors in the success of the program. Children who operate in a situation where they are accepted and there is positive reinforcement of their constructive efforts to express themselves must begin to feel better about themselves.

Film making offers interesting opportunities to a psychologist as a projective technique. The roles children assume and how they play them offer many insights into how they perceive themselves. The qualitative aspects of their interactions with others is of diagnostic significance and filming, in conjunction with group therapy, offers interesting possibilities for correcting many self defeating behaviors.

Mrs. Ann Knee
Project Psychologist

VI. RESULTS IN TERMS OF THE AREAS AND QUESTIONS INVESTIGATED:

A. Tables and figures:

1. Can group involvement in film making activities improve the ability of 4th and 5th grade children to community and evaluate ideas regarding:

How they perceive themselves as measured by the Piers-Harris Children's Self-Concept Scale?

Test results of the Piers-Harris Children's Self-Concept Scale were as follows:

Control Group		Experimental Group	
Pre-test		Pre-test	
Mean	60.38	Mean	57.29
Standard Deviation	10.27	Standard Deviation	11.21
Post-test		Post-test	
Mean	59.85	Mean	69.68
Standard Deviation	11.55	Standard Deviation	7.53

Using the formula

$$\sigma_{x_1} - \sigma_{x_2} = \sqrt{\frac{\sigma_1^2}{n_1} + \frac{\sigma^2}{n_2}}$$

to test the significance of the difference between the post test means of the control and experimental groups, we find that the difference is significant at better than the .05 level of significance.

Since the experimental group's means was greater than the control's group by 9.77 points and this is a statisically significant difference, we can infer that there has been significant increase in the experimental group's self-concept, as measured by the Piers-Harris Children's Self-Concept Scale.

Three afternoons a week were set aside in the art teacher's schedule to meet with eight small film companies of Pyle School students and student from two nearby non-public schools for the purpose of improving self-concept, co-operative behavior and communication skills through the art of film making. Initially these companies of eight to fifteen children were grouped by classroom teachers according to student reading levels. However, as the year progressed, the formation of interest groups became more and more apparent. These groups were often organized outside the film making classes and cut across several classrooms. An example of such a group would be "Soul 8". Eight boys so caught up in film making formed a company which met outside the school in homes. They prepared their story, script, songs, title cards and rehearsed on their own time. When they were pretty well along the way in their activities, they sought permission to become a part of the school's operation. Students for this group were several classes and other film companies. This kind of grouping based on friendship and interest has been repeated again and again and seems to have great merit. Certainly the later companies were more compatible and exhibited even greater co-operative behavior.

At the out set of the year, the art teacher stressed the fact that film making is a group activity and the tremendous

need for co-operative behavior. In order to evaluate the current situation, students were encouraged to openly discuss school, group, and individual hostilities or any kind of negetive behavior which would deter them from their goal of completing at least one film. The value of positive and co-operative behavior was also discussed. These discussions were tape recorded for comparison at the end of the school year. The results were encouraging. Open end film study further helped students evaluate positive and negative behavior. As the year progressed many students became so sensitive to positive behavior, that they isolated themselves in regular art classroom situations in order not to become involved in trivial arguments and fights. Before and after school counseling was not unusual. On several occasions a group of students made up a list of classroom trouble-makers and sought advice as to how to deal with them in order not to jeopardize their film making interests. Often possible fights were reported to the art teacher for intervention.

Classroom teachers too have greatly sensitized students to positive behavior through the forming of class constitutions of acceptable behavior, open end film study and group discussion. Only a few encounters were reported at the school year's end. The eight film companies had extended from eight to sixteen and had sixteen completed films to their credit. Early efforts of students to understand and

and evaluate their behavior is reflected in the titles of their films: The Bullies, The Agitators, The Accuser, The Mixed Up Day, The Monsters, The Stranger, The Way To Get Together, and How To Star In Basketball. The development of these films helped Pyle boys and girls realize that there are alternatives for negative behavior behavior. Subsequent films bear such titles as The Girl Who Steals, Drugs Won't Help Your Basketball, The Nomads, Soul 8, We Can Share, Also Friends, See What I Got, and The Secret.

Individual accomplishments have been more spectacular than group achievements. Many individual students have used maximum spare time away from regular classroom subjects to work independently in the art room in an open classroom situation while other classes were in session. Many students also came very early to school and remained late after school. Changes in the behavior of an individual are often extremely difficult to effect. However, the Pyle School's Visual Imagery Project can report some success in this area also. A complete list of changes in individual student behavior at this writing would be too great. The following six examples are typical: (See appendix for complete lists)

Frances — Very aggressive and domineering was constantly involved in fights. In film making, she now seems more co-operative and has had no fights in the last few months. Since she has curtailed her fighting, she seems to have more friends.

Donald — Shy with a speech impediment avoided verbal communication as much as possible. His film making experiences have been most rewarding. In the two films he has made no trace of stuttering is revealed.

Rhoda — An overly shy girl who was greatly concerned about her appearance has participated in every aspect of film making and has five films to her credit. She now speaks and acts with confidence.

Joseph — Shy and sometimes very negative in his attitude towards school has made great progress. Reluctant to take part in any film, he has now managed to become a part of three films. In two he has secured the lead parts. He has also formed a film group outside of the school. This group meets at his home three or four afternoons a week.

Arinta — Improved her poor record of attendance on film making days. One day she even reported to class with a very high fever. Her efforts in school generally have improved and she seems to control her agressive feelings.

Dewight — A defiant, non-conformist is generally disagreeable. His dissatisfaction with himself and his efforts have not totally disappeared. However, he does try hard to control most of his negative traits in order to participate in his film group. He seems to be very serious about film making and even talks in terms of finding a career in the field of entertainment.

Steven — Has a record of being very quarrelsome and critical of others. With film making his leadership ability has become quite pronounced. Once he wanted to always be first and would react in a negative manner if he couldn't have his own way. Film making has helped to make him more tolerant of others. He seems more willing to share ideas and efforts with others. (See appendix for additional changes in student behavior.)

Several unusual highlights have occurred during the conduct of the project. Children who are known to stutter did not do so in the films which they made; learning to use the equipment did not seem difficult for the students, boys or girls; and the extent to which students were willing to become involved was most unusual.